

第六届

英语教学与测评学术研讨会

The Sixth Conference on English as a Foreign Language Teaching and Assessment

教—学—评：面向学习 面向未来

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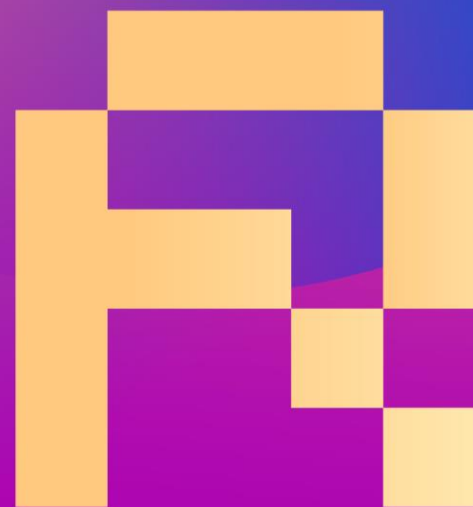
基于诊断测评和英语学习活动观

的高中英语语法教学探究

——以-ed as adverbial内容为例

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目录

01 指导思想和理论依据

02 诊断结果和学情分析

03 教学目标和教学过程

04 教学反思

01

指导思想 and 理论依据

指导思想 and 理论依据

1. “英语学习活动观”

学生在主题意义的引领下，通过**学习理解**、**应用实践**、**迁移创新**等一系列体现综合性、关联性和实践性的英语学习活动，引导学生基于已有知识，依托不同类型的语篇，加深对主题意义的理解（**第13页**）。

2. “英语教学语法观”

是以**语言运用**为导向的“**形式-意义-使用**”三维动态语法观（**第25页**）。

3. “高中英语学业质量水平” 一对 学生语法学习的要求：

1-11…识别语篇为传递意义而选用的主要词汇和**语法**结构。

1-13…书面表达中所用词汇和**语法**结构能够表达主要意思。（**第48页**）

（《普通高中英语课程标准（2017年版2020年修订版）》）

02

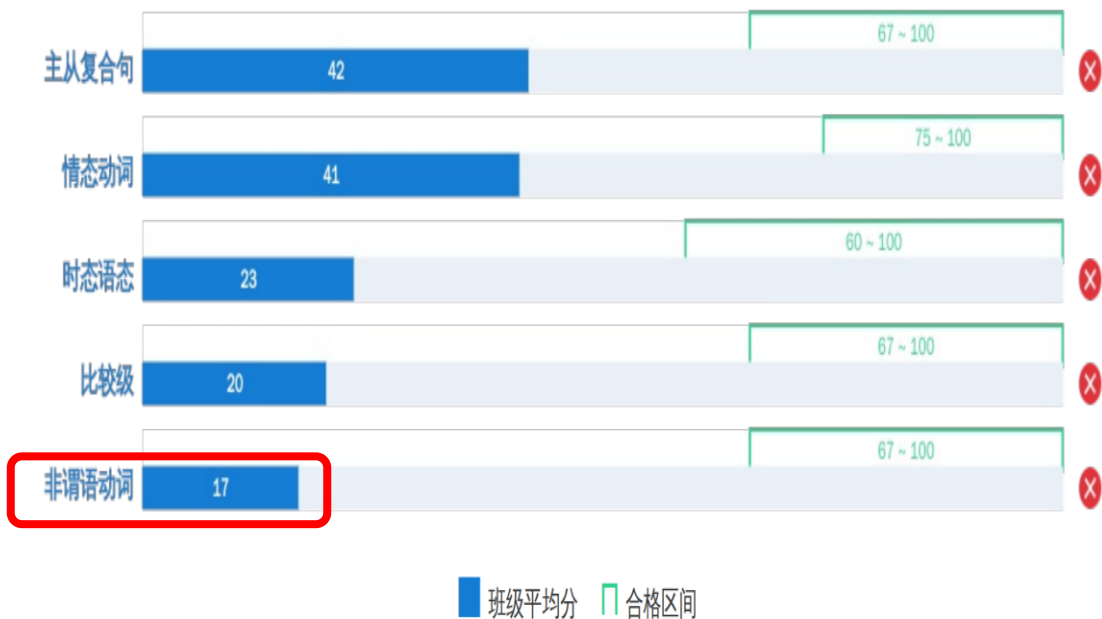
诊断结果和学情分析

学情分析

本节课的授课对象，是房山区一类校高一年级**普通班级**的学生，共38名。优诊学的测评报告显示，本班学生本次语言知识运用诊断测试的班级平均分为：**33分**。学生的语言知识运用能力达到高一年级的**低水平**。

诊断结果——前测

表一：语法知识运用各项微技能表现



表二：语法知识运用各项微技能表现



数据结果表明：学生表现的各项微技能都比较弱，尤其是**非谓动词**，其语感和语法意识有待加强。教师应引导学生在**语篇语境中对比、分类和概括**语法结构和使用规律，学会灵活使用。

03

教学目标和教学过程

教材：外研版 必修三 Unit 1 Knowing me, knowing you



外语教学与研究出版社

Scope and sequence

Unit	Starting out	Understanding ideas	Using language	
1 P1 Knowing me, knowing you	Video: Mind your manners!	Absolute agony!	-ed as adverbial	Interpersonal relationships
2 P17 Making a difference	Video: Always ready to help	The well that changed the world	-ed as attributive	Personal qualities
3 P33 The world of science	Video: Life in the year 3000	The new age of invention	Present perfect passive	Careers in science Learning to learn: Word formation
4 P49 Amazing art	Video: Cities for art fans	Live from the Louvre	Present continuous passive	Chinese art forms
5 P65 What an adventure!	Video: Xu Xiake	Climbing Qomolangma: worth the risks?	Past future	First aid
6 P81 Disaster and hope	Video: A city frozen in time	Hot! Hot! Hot!	Ellipsis	Types of natural disasters
Project: Making a poster about a major natural disaster P102				
Appendices Communication bank P105 Vocabulary P139 Irregular verbs P150 Learning aid P114 Names and places P145 Words and expressions P134 Review of everyday communication (Book 1–Book 3) P147				

1

Knowing me, knowing you

Starting out

1 Look at the picture and describe what each person is doing. Talk about what kind of person they might be.

上节阅读课内容

Understanding ideas

1 Look at the problems you may face at school. Discuss which you think is the most difficult to overcome and why.

- bad performance in a subject
- pressure to look good
- conflict with classmates
- difficulties fitting in with others

Now think about who you turn to for help when you face a problem.

- friends
- parents
- teachers
- online forums
- no one – you prefer to keep things to yourself
- other _____

2 Read the letters and find out what kind of problems Ben has and who he turns to for help.

Dear Agony Aunt,

- 1 I'm in a total mess here – hope you can help me out!
- 2 I'm 17, and a member of our school basketball team. I'm crazy about basketball, and pretty good at it too, which is probably why I was so mad when we lost our last match. We played well, but I felt the team were let down by one member, our point guard. The point guard is a key player, but it was like he wasn't even on the court! Disappointed by his behaviour, I said all this to my best friend. I was just letting off steam really, because I was so angry, but then my friend went and told everyone else what I'd said.
- 3 This is so totally awkward. I'm really angry with my friend – what should I say to him? And should I say anything at all to my teammate?
- 4 Embarrassed and ashamed, I can't concentrate on anything. Please help!

Ben



Dear Ben,

- 1 There is an old American saying, "Loose lips sink ships." This means that if you speak too much about something, especially to people who you don't know so well, it'll cause all kinds of trouble.
- 2 The situation here is so much worse because the "loose lips" were your best friend's. Treated this way, you're sure to feel hurt – we should always be able to trust those closest to us, and it hurts even more when we find we can't.
- 3 But I have to say that it's partly your fault, isn't it? You admit that you were "letting off steam". It is understandable in that situation, but we should always think before we speak.
- 4 Here's what you need to do. First, apologise to your teammate. If you ever want to win any more basketball games (and I'm sure you do!), you need to work together, and that means communicating with each other clearly and resolving conflicts. So have a chat with your teammate. Tell him directly and honestly that you were talking without thinking.



Absolute agony!

Our Agony Aunt answers your questions.

- 5 Then, talk to your friend. Friendship should be one of the greatest things in the world, but sometimes it can be difficult. Again, your strategy is clear communication. Tell your friend the situation worse, but that you want to move on. Approached in this way, your friendship will soon be repaired.
- 6 Don't let your friend's behaviour affect your own behaviour. Don't say too much when you're angry! Filled with anger, you tend to say whatever comes to your mind. This gives people the wrong signal. Take a deep breath, calm down, and always remember: think first, speak later. If you feel one of your teammates isn't pulling their weight, then raise your concerns in a professional way with your team coach.
- 7 If you think about other people's feelings as well as your own, you'll soon find everything works out.
- 8 Good luck!

Agony Aunt



5 Choose the best summary of the letters.

- 1 Ben said something bad about his best friend, and Agony Aunt told him to apologise to his friend.
- 2 Ben was angry that his team was let down by some members, and Agony Aunt told him to take it easy.
- 3 Ben didn't play well in the match, and Agony Aunt advised him to apologise to his teammate.
- 4 Ben was in an awkward situation, and Agony Aunt gave him suggestions as to how to deal with his problems.

本节语法课内容: *-ed* as adverbial

Using language

-ed as adverbial

1 Look at the sentences from the reading passage and answer the questions.

- a **Disappointed** by his behaviour, I said all this to my best friend.
- b **Approached** in this way, your friendship will soon be repaired.

- 1 Who was disappointed in sentence (a)? What is approached in sentence (b)?
- 2 Why does the author use *-ed* instead of *-ing* here?

Compare them with the following sentences and answer the questions.

- c Because I **was disappointed** by his behaviour, I said all this to my best friend.
- d If it is **approached** in this way, your friendship will soon be repaired.

- 3 What is the difference between the two groups of sentences?
- 4 Why does the author choose to use *-ed* instead of an adverbial clause in the reading passage?

Now look for more sentences with *-ed* as adverbial in the reading passage.

2 Rewrite the underlined sentences with the *-ed* form.

Last week, Anne was attracted by a particular article in a magazine, so she bought it. Three days ago, to complete her homework quickly, she grabbed the magazine from her desk drawer and copied part of the article without thinking. Her teacher was very satisfied with her homework. Anne was praised in class, and she felt happy as well as ashamed. Then, the teacher wanted to enter her homework into a writing competition. Anne was shocked by the decision and did not know what to do. If she told the truth, the whole class would find out and accuse her of cheating. They would look down on her. If she kept silent, maybe no one would ever find out...?

What should Anne do?



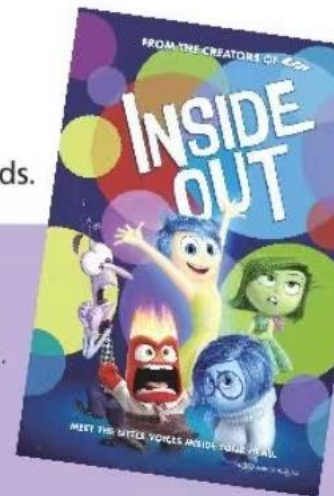
语篇1: 学生Anna在校的一次尴尬处境
语篇2: 五种情绪

3 Read the plot summary and choose the correct form of the words.

Inside Out is an animated film about the five emotions of a girl called Riley: Joy, Sadness, Fear, Disgust and Anger. **Influencing / Influenced** mainly by Joy, most of Riley's memories are happy ones.

Believing / Believed that she is Riley's most important emotion, Joy always tries to take the lead. **Preventing / Prevented** from playing her role in Riley's emotional development, Sadness feels annoyed. When Riley moves to a new city, she has a hard time adjusting to her new surroundings. Sadness wants to do her duty but by accident causes the loss of Riley's happy core memories with Joy. Now **separating / separated** from her friends and her beloved hockey team, Riley starts to feel lost and helpless, and wants to run away from her parents and new school. Worried about her, Joy and Sadness try to work together to ensure she gets her core memories back.

Eventually, **realising / realised** that every emotion has a role, Joy understands it is okay for Riley to feel sad sometimes. Accepting sadness as part of life helps Riley deal with the emotional complexity of growing up, and settle down in her new life.



教学目标

在本课结束的时候，学生能够在老师的引导下：

1. 识别语篇中使用的过去分词作状语，辨别现在分词与过去分词作状语的区别；
2. 对比和分析语篇中含有过去分词作状语的句子，归纳过去分词作状语的用法；
3. 练习运用过去分词作状语，以口头和书面形式讲述处理“人际关系”的问题。

本节语法新授课旨在引导学生理解、操练、运用所学的语法知识(过去分词作状语)，引导学生以口头和书面形式表达和管理自己的情绪，以建立和保持良好的

教学过程

		Time	英语学习活动观	英语教学语法观
01	Lead in: Free talk & Revision	3 mins	学习理解	感知
02	Comprehension, analyzing and summarizing	15 mins	学习理解	形式、意义和使用
03	Grammar Practice	10 mins	应用实践	形式、意义和使用
04	Application in real situation	10 mins	迁移创新	形式、意义和使用
05	Homework	2 mins	迁移创新	巩固

1. Lead in

1. **Free talk:** Are you under pressure at present?

2. **Revision: Absolute agony!**

 Ben's interpersonal problems	 Agony Aunt's suggestions
1. The team were let down by a key player.	To apologize.
2. He told his best friend and blamed his friend.	To be honest and communicate.
3. His friend told everyone what Ben had said.	To think first and speak later.

What do you think of Agony Aunt's advice?

设计意图

(1) **Free talk:** 通过谈论生活中的紧张情绪，引出话题。

(2) **复习:** 回顾上节课**两封信**的问题和建议，引出情绪管理相关内容。(感知)

2. Comprehension, analyzing and summarizing

Comprehension



Look at the sentences from the reading and answer the questions. Compare sentence a with c and b with d.

- a. **Disappointed** by his behavior, I said all this to my best friend.
- b. **Approached** in this way, **your friendship** will soon be repaired.
- c. **Because I was disappointed** by his behavior, I said all this to my best friend. (**cause**)
- d. **If it is approached** in this way, your friendship will soon be repaired. (**condition**)

1. **Who** was disappointed and **what** is approached?

"I" was disappointed in sentence (a).

2. **Why** not use "disappointing" or "approaching"?

"Your friendship" was approached in sentence (b).

3. Why not use adverbial clause "because..." or "if..."?

设计意图

识别、理解、对比分析、总结
(学习理解)

Finding



Please find more sentences with **-ed structure** in the passage (UI) and think about **the functions** of the -ed parts in these sentences.

- 1. **Embarrassed** and **ashamed**, I can't concentrate on anything.
- 2. **Treated** this way, **you're** sure to feel hurt.
- 3. **Filled** with anger, **you** tend to say whatever comes to your mind.

3. Grammar Practice A



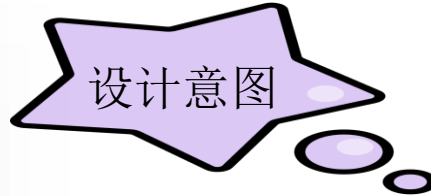
1. Reading and finding.

Last week, Anne was attracted by a particular article in a magazine, so she bought it. Three days ago, to complete her homework quickly, she copied part of the article without thinking. Her teacher was very satisfied with her homework. Anne was praised in class, and she felt happy as well as ashamed. Then, the teacher wanted to enter her homework into a writing competition. Anne was shocked by the decision and did not know what to do. If she told the truth, the whole class would find out. They would look down on her. If she kept silent, maybe no one would ever find out...?

What should Anne do?

Read and answer the questions.

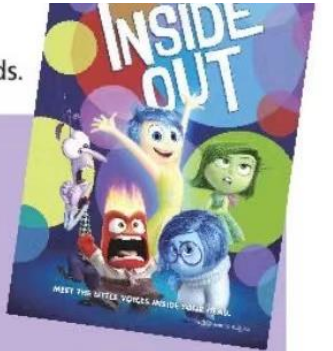
1. Why did Anne buy the magazine?
2. Why did she feel happy as well as ashamed?
3. What did teacher want to do?
What was Anne's feeling?



设计意图

在语篇中练习(应用实践)

2. Read the plot summary and choose the correct form of the words.



Inside Out is an animated film about the five emotions of a girl called Riley: Joy, Sadness, Fear, Disgust and Anger. Influencing / Influenced mainly by Joy, most of Riley's memories are happy ones.

Believing / Believed that she is Riley's most important emotion, Joy always tries to take the lead. Preventing / Prevented from playing her role in Riley's emotional development, Sadness feels annoyed. When Riley moves to a new city, she has a hard time adjusting to her new surroundings. Sadness wants to do her duty but by accident causes the loss of Riley's happy core memories with Joy. Now separating / separated from her friends and her beloved hockey team, Riley starts to feel lost and helpless, and wants to run away from her parents and new school. Worried about her, Joy and Sadness try to work together to ensure she gets her core memories back.

Eventually, realising / realised that every emotion has a role, Joy understands it is okay for Riley to feel sad sometimes. Accepting sadness as part of life helps Riley deal with the emotional complexity of growing up, and settle down in her new life.

Exercise 2: Rewrite the underlined sentences with the -ed form.

1. Last week Anne **was attracted by** a particular article in a magazine, so she bought it.
Attracted by a particular article in a magazine, Anne bought it.
2. Anne **was praised** in class, and she felt happy as well as ashamed.
Praised in class, she felt happy as well as ashamed.
3. Anne **was shocked by** the decision and did not know what to do.
Shocked by the decision, Anne did not know what to do.

3. Grammar Practice B

How would you react in the following situations? Why?

Situation 1. You cannot stand the snore of your roommate and prefer to move to another room.

Situation 2. Your classmate Tom borrowed a comic book from you, but he read the book in English class. Then the teacher took away the book.

Situation 3. Your roommate Lily speaks ill of you in private. You cannot stand it.

设计意图

在创设的语境中练习运用
(迁移创新)

Useful expressions

Please talk about your reaction by using -ed as adverbial.

Joy: Encouraged/Praised/Attracted/ by ..., I...

Sadness: Criticized/ Disappointed/Separated with my friends, I...

Fear: Frightened/Scared/ Shocked by...

Disgust: Disdained/Confused/...

Anger: Angered by...

For example:

Encouraged by the teacher, he raises his hand and answers the question.



4. Application in real situation.

Inside --- Out



Work in pairs. Try to use *-ed* as adverbial to express the emotional problems and give suggestions.

Patients: Talk about/ Write down your **emotional problems**.

Doctor: Give **suggestions**.

Joy



Sadness



Fear



Disgust



讨厌

Anger



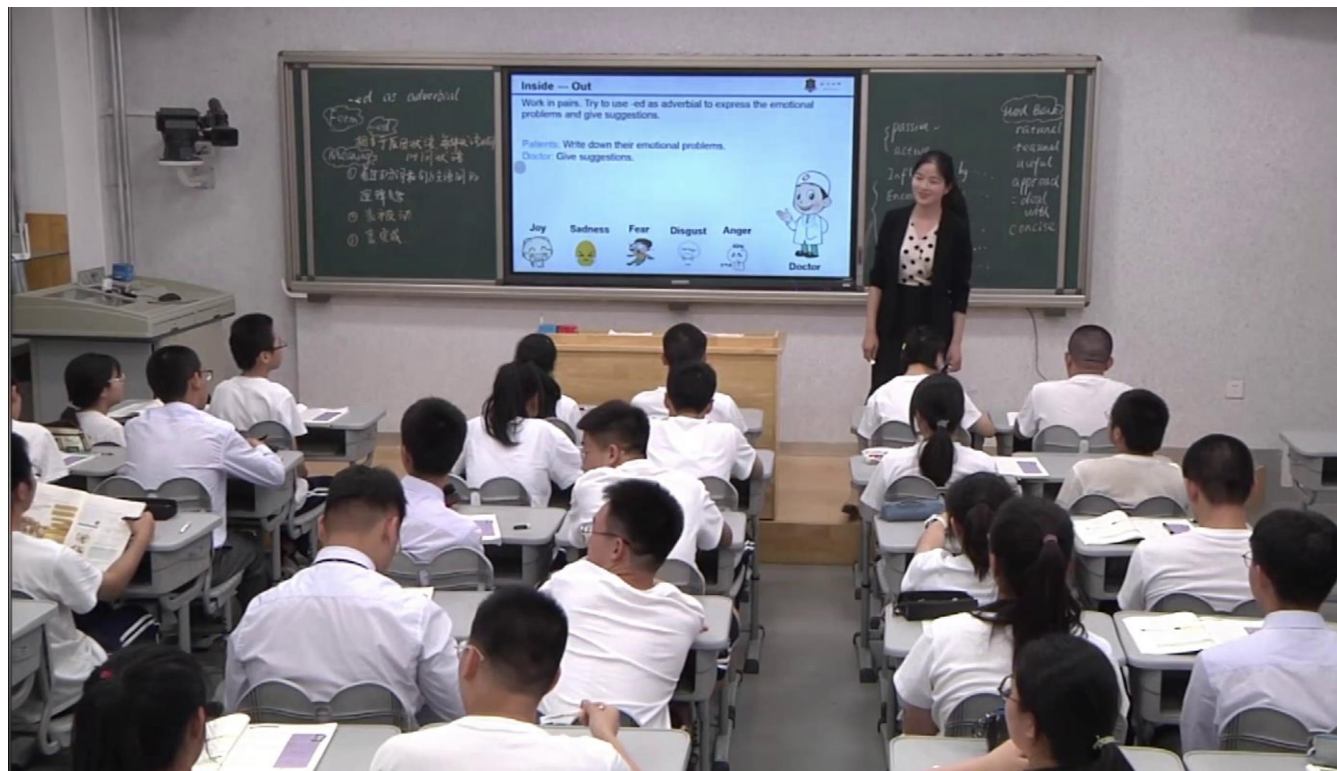
好气哟



Doctor

设计意图

在真实语境中运用



Assessment Criteria

- | | |
|---|--|
| 1 | Does the patient express his emotional problems? |
| 2 | Does the doctor explain the reasons why he has such kind of suggestions? |
| 3 | Do they use the grammar(-ed as adverbial) learnt in this class? |

Think and share.

1. What do you think of Agony Aunt's advice?

Give your reasons.

(practical; reasonable; sensible...)

2. If you were Ben, would you take the advice?

What would you say to the point guard? And your best friend?



评价和分享运用语法表达的感受

5. Homework

1. Please write down your **emotional problems** and **suggestions you talked in the class**.
2. Write a passage about **a memorable experience** at school, using at least two “-ed” forms as adverbial.

课后学生作品 1

Patients: Write down their emotional problems.

Doctor: Give suggestions.

(1) Emotional problems:

Separated with my friends and study at home, I can't talk with my friends face to face, I feel so upset.

(2) Suggestions from the doctor:

Confused by the difficult problems, you can't discuss with your friends. But you can chat with them online. Encouraged by them, you maybe more delighted. What's more, you can do more sports. Not only can you feel relaxed, but also can you lose weight.

评价学生作品 1

1. 能清楚地表达“问题”；
2. 能给出合理的“建议”；
3. 能灵活运用过去分词作状语（3处）。

课后学生作品 2 和 3

Patients: Write down their emotional problems.

Doctor: Give suggestions.

(1) Emotional problems:

Frightened by the exam I feel too nervous.

What should I do?

(2) Suggestions from the doctor:

First, be relaxed. I think good attitude is the basic of the test. At the same time, this may be help you get a great score.

Secondly, you can review the knowledge. According to what you have learnt, you can make a schedule to review.

Thirdly, you may ask to teacher for help. Maybe your teacher will give you some useful suggestions. Encouraged by the advice, you may solve your problems.

Patients: Write down their emotional problems.

Doctor: Give suggestions.

(1) Emotional problems:

Criticized by my teacher in PE class. I can't concentrate on class. I was sad.

Sorry to hear that. Criticized by your teacher, you were worried about it. There are some tips to you.

First, you should reflect yourself and think why the teacher criticized you. Scared by PE teacher, you can't concentrate on your class.

Second, tell to your PE teacher. Your strategy is clear communication. Approached in this way, your relationship will soon be repaired.

1. 能清楚地表达“问题”;
2. 能给出合理的“建议”;
3. 能用过去分词作状语（1-2处）进行简单的描述。

教学反思

亮点：

1. 基于新课标理念（英语学习活动观和英语教学语法观）、前测数据和学情分析，本节语法课的活动设计逻辑清晰，指向问题解决，通过理解、练习、运用，加深对过去分词作状语在语篇中、语境中的理解和实际运用。
2. 本节课较好地达成了语法教学目标，通过精心设计的问题、活动、情境，教师指导学生在语篇中、语境中理解、总结、练习和运用过去分词作状语，掌握其形式、意义和功能。
3. 自主学习、合作学习和探究式学习在活动实施过程中共同发挥作用。

不足：创设情境偏多，造成课堂练习时间偏紧，应控制适当情境即可。

谢谢！

